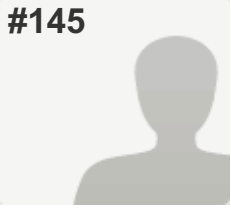


#145

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, March 22, 2016 3:00:15 PM**Last Modified:** Thursday, September 01, 2016 2:35:42 PM**Time Spent:** Over a month**IP Address:** 67.43.19.22

## PAGE 2

<b>Q1: Name of School District:</b>	Northeast
<b>Q2: Name of Superintendent</b>	James Cox
<b>Q3: Person Completing this Report</b>	Diane Schumacher

## PAGE 3

**Q4: 1a.Local TLC Goal**

Attract able and promising teachers by offering competitive starting salaries and an effective mentoring and induction program.

**Q5: 1b. To what extent has this goalbeen met?**

(no label)	Mostly Met
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**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The Northeast Community School District measured the effectiveness of our goal to Attract and Retain Teachers through a review of the retention rates of new teachers, completion rates of the mentoring program, number of applicants for open positions, and through teacher feedback on the effectiveness of the mentoring and induction program.

A review of the retention rates of new teachers show that of the 26 new teachers hired between 2001-2005, 8 or 30.1% left our district within the first five years of employment. Of the 22 teachers hired between 2006-2010, 4 or 18.2% left our district within the first five years of employment. Currently, of the 50 teachers hired between 2011-2015, 10 or 20% have already left within the first five years of employment. Since the TLC grant was implemented at the beginning of the 2015-2016 school year, 1 of the 10 teachers hired (10%) has left the district.

A review of the completion rates of the mentoring program show a high rate of completion of the mentoring and induction program. Of the 26 new teachers hired between 2001-2005, 1 or 3.8% left our district before completing the mentoring and induction program. Of the 22 teachers hired between 2006-2010, 0 or 0% left our district before completing the mentoring and induction program. Of the 50 teachers hired between 2011-2015, 2 or 4% left our district before completing the mentoring and induction program. Since the TLC grant was implemented at the beginning of the 2015-2016 school year, 0 of the 10 teachers hired (0%) have left our district before completing the mentoring and induction program.

Data on the number of applicants for open positions was reviewed to determine if an increase in beginning pay might increase the number of applicants. Prior to receiving the TLC grant the average number of applicants for a general education teaching position (math, science, social studies, language arts) was 33.4 at the elementary and 25 at the secondary level. For special education the average number of applicants was 8 at the elementary and 7 at the secondary level. Since receiving the TLC grant we have only posted for one general classroom position at the elementary for which we received 34 applicants and one special education position at the elementary for which we received 13 applicants.

The results of a survey given to new teachers on the effectiveness of the mentoring and induction program showed that five of seven new teachers 6-12 rated the support from teacher leaders 3 or 4 on a 4-point scale. They valued opportunities to plan, question, and receive feedback. Suggestions for improvement included regular collaboration, more feedback/formative assessment of their work, and more learning about initiatives like formative assessment.

At the elementary all six new teachers rated the support from teacher leaders 3 or 4 on a 4-point scale. The appreciated feedback and collaborative planning, as well as opportunities to dialogue with teacher leaders. Suggestions for improvement included learning more about formative assessment, as well as providing differentiated opportunities for learning based on years of experience (new vs. new to the district).

**Minimum salary data**

The Northeast District used \$9771.77 TLC funds in year one to bring five (5) teachers to the minimum salary requirement.

**Monthly new teacher and PD feedback**

PLC meeting minutes, PLC Collaborative team rubrics and exit ticket data show needs for building interdependence through things like common formative assessments, needs for relationship building to promote risk taking and needs to develop conceptual understanding of the standards and create assessments aligned to the standards.

Data was not collected monthly for new teachers. Year-end new teacher survey data indicated that:

- The effectiveness of the mentoring and induction program showed that five of seven new secondary teachers rated the support from teacher leaders 3 or 4 on a 4-point scale.
- Survey data indicated they valued opportunities to plan, question, and receive feedback.
- Suggestions for improvement included regular collaboration, more feedback/formative assessment of their work, and more learning about initiatives like formative assessment.

**Observation data about initial teachers**

Formally, this was part of the District teacher evaluation process.

Informally, anecdotal observation data suggests that classroom management knowledge and content/core knowledge are the key areas of concern.

**Q7: 2a.Local TLC Goal**

Promote collaboration by developing and supporting opportunities for teachers to learn from each other through effective professional development practices in the area of literacy instruction.

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**Q8: 2b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The Northeast Community School District measured the effectiveness of our Collaboration goal by measuring the quality of professional collaboration and by measuring the impact collaboration and professional development had on teacher practice.

Teachers at the elementary participated in scoring the effectiveness of the collaboration of their PLC teams using the Collaborative Teams Rubric twice during the 2015-16 school year. The four components of this measure include: Collective Responsibility, Concentrated Instruction, Convergent Assessment, and Certain Access. Teams scored their progress on a low-high scale (1-4). In the fall, in the area of Collective Responsibility, 80% of teams were performing at a 1, with one team at a level 3. When considering Concentrated Instruction, 60% of teams scored a 1 and 40% of teams scored a 2. In the area of Convergent Assessment and Certain Access, 100% of teams scored a 1. Spring scores represented growth in the areas of Collective Responsibility, Instruction, and Assessment. When considering Collective Responsibility, 60% of teams scored a 3, 20% remained a 1. In the area of instruction, 40% of teams scored 3, 40% scored a 2, 20% a 1. Considering assessment, 60% scored 2, 40% remained at 1. In the area of Certain Access, 100% of teams remained at 1.

Classroom implementation data at the elementary show 73% of classrooms implementing targeted learning targets. 51% of students were able to identify the learning goal. In 43% of classrooms, instruction was aligned with the standard. In 16% of classrooms, evidence of formative assessment was observed. Students were engaged in meaningful dialogue in 18% of classrooms.

At the secondary level, What I Need Now (WINN) time provides 50 minutes daily for teacher/student collaboration. 4721 times teachers and 3836 times students initiated collaboration.

In a secondary level teacher survey 34.3% believed collaboration changed their instruction and 50.7% of collaboration occurs because it is expected.

During secondary level observations Classroom Implementation Profile (CIP) data documented students in substantive conversations 25-28%, demonstrating conceptual understanding 36-47% and 25-24 examples of higher order thinking.

Secondary level teacher use of self-efficacy tasks increased from 20 to 30 teachers and 23 to 43 tasks. Tasks became more actionable, with better success criteria and more were implemented prior to a summative. Marginal growth occurred in expectations for students to set clear goals.

Secondary level teachers charted the use of high quality instruction during observation. Teachers observing instruction increased. PLCs began scheduling observations of literacy instruction.

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**Q10: 3a.Local TLC Goal**

Retain effective teachers and reward professional growth by providing pathways for career opportunities that come with increased leadership responsibilities and compensation.

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**Q11: 3b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The Northeast Community School District measured the effectiveness of our goal to Reward Professional Growth through the retention rates of career teachers, the percentage of teachers in leadership roles, and through teacher feedback on the TLC selection process.

According to the Iowa School Report Card data, retention rates of career teachers show a slight increase from 2014 to 2015. In 2014 85.2% of the elementary staff and 83.3% of the secondary staff returned to teach again at Northeast. In 2015 these percentages increased to 86.7% at the elementary and 86.1% at the secondary level.

The percentage of teachers in leadership roles show an increase from 2015 to 2016, and projects a further increase in 2017. In the 2014-2015 school year, our district had no formally identified teacher leaders. Through the TLC grant, we were able to hire ten model/mentor teachers and two instructional coaches in the 2015-2016 school year, thus 18.2% of our teachers were formally identified as teacher leaders. In 2016-2017, this percentage will increase to 25.4% as we've now hired an additional four model teachers and one instructional coach.

Selection process feedback

The District did not solicit direct feedback on the selection process in year one. Moving forward, such feedback will be sought from all year one applicants.

No surveys were developed in year one. A survey instrument will likely be administered in year two.

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**Q13: 4a. Local TLC Goal**

Ensure that all students leave high school prepared for postsecondary success in college or a career through improved literacy instruction and increased student learning.

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The Northeast Community School District measured the effectiveness of our Student Achievement goal through multiple academic assessments (including FAST, Iowa Assessments and ACT), and through parent feedback on instruction and learning.

The results of the FAST assessments show the percent of students who were proficient in preschool, Kindergarten through 1st grade band, and 2nd through 3rd grade band all increased from 2015 to 2016. The percent of proficient students in the 4th through 5th grade band decreased in that same time frame.

The results of the Iowa Assessments reflect an increase in the proficiency levels in both reading and math in the 3rd through 5th grade band, when comparing 2016 results to 2015 results. Proficiency levels in the 6th through 8th grade band and the 11th grade decreased from 2015 to 2016.

The results of the ACT assessment data over the past four years indicate that our students perform above the state average in the area of English, near the state average in the areas of Reading and Science, and below the state average in the area of math. This is consistent whether referring to the average ACT score in these areas, or the percentage of students meeting college readiness benchmark in each area. Since ACT data is provided the summer after students have graduated, and many of these assessments are taken in their junior year, it would be unlikely that we would notice an impact on ACT data from the TLC grant until we receive data on the 2017 graduates, who would have been juniors during this 2015-2016 school year. This is also the first year that we administered the ACT at school to every junior which will increase our participation rates from 65% to near 100% and could have an additional impact on the performance scores.

According to a survey administered to elementary parents in the fall, 88% clearly understand their child's academic expectations in the areas of literacy and math. 95% of parents feel their child is receiving adequate support to meet these expectations. 77% of parents surveyed were well informed of student progress towards meeting the expectations.

Common formative assessments

CFAs generated in year one were too few in number to provide adequate measures. As the District continues to implement the DuFour Professional Learning Community model, collaborative teams will focus on creating and administering standard-appropriate CFAs at all levels and in all content areas.

Smarter Balanced and College Work Readiness

Due to financial restrictions associated with the Smarter Balanced assessment and a Spring 2015 initiative for all 11th grade students to take the ACT, the District did not engage either assessment in year one.

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a.Local TLC Goal**

*Respondent skipped this question*

**Q17: 5b. To what extent has this goalbeen met?**

*Respondent skipped this question*

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q19: 6a.Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goalbeen met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

We have two main adjustments to the TLC Implementation. First, we have blended the roles of the mentor and model teacher into one role. We found that the two positions were often overlapping and know that we can best provide support to our new and veteran teachers by fully utilizing all of our teacher leaders with all staff, as opposed to limiting a group of leaders to just new or just veteran staff.

Secondly, we have found that we need to provide more professional development to our teacher leaders in specific leadership skills and abilities. This will be the focus of our summer work with them as well as continue throughout the school year.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

We have had many comments on how quickly our new teachers have acclimated to our school cultures and have immediately begun implementing our focus strategies.

We have also had many positive comments on the benefit of having an instructional coach available to co plan, and offer instructional support in a one on one setting.

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.